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ABSTRACT

This annotated bibliography of instructional materials is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of local vocational education administrators. These reference materials are presented under the following four categories: (1) administrator modules; (2) related modules; (3) general instructional references for administrators; and (4) administrator instruments. The bibliographic entries included in this document were collected and assessed using an established list of criteria for evaluating their quality. (BM)

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AN ANNOTATED BIBLIOGRAPHY OF ADMINISTRATOR INSTRUCTIONAL MATERIALS

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THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

This document was prepared as a part of the National Center's 1977-1978 USOE-EPDA sponsored project, "Personnel Development for Local Administrators of Vocational Education." Conducted in response to the need for more and better programs of administrator preparation, the national training program consisted of a competency-based national training workshop for 30 department of education personnel, and on-site technical assistance to help each of the ten state teams implement their plans for improving administrator training within their respective states and institutions.

To assist participants in developing strategies for improving the preservice and inservice preparation of local administrators, a comprehensive workshop training package was developed, consisting of the following products:

Description of Alternate Delivery Strategies--Uniform narrative descriptions of three major delivery strategies were prepared, revealing major features, procedures used, advantages, disadvantages, costs of operation, available evaluation data, etc.

Annotated Bibliography of Instructional Materials--Available instructional materials were collected, and assessed using an established list of criteria for evaluating their quality. Acceptable materials were included in an annotated bibliography.

Workshop Training Module LA-101--The national training workshop was built around a competency-based training module designed specifically to deliver upon the competencies the participants should obtain.

Many persons contributed significantly to the success of the entire project. Special recognition for major individual roles in planning, researching, and developing this particular document goes to Robert E. Norton, Project Director, who gave leadership and guidance to the overall project; Lois G. Harrington, Program Associate, who wrote much of this document; and Glen E. Fardig, former Center Research Specialist, who developed the format and conducted much of the preliminary research. Sincere appreciation is also extended to the state directors of vocational education and other leadership personnel who contributed information on the instructional materials (or curriculum development projects) developed in their states.

Robert E. Taylor
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The National Center for Research
in Vocational Education

PART I

Administrator Modules

I. PUBLICATION DATA

Edwards, Charles, C. P. Harding, and Franzie Loepp. ABC Instructional Packages: A Model Competency Based Program for the Preparation of Administrators of Occupational Career Education Programs. Normal, IL: Illinois State University, Department of Educational Administration, 1974.

Size, 8½ x 11, duplicated, in a 3-ring binder. Comprises a series of 35 instructional packages designed to be used in the preparation of occupational/career education administrators. They are organized into five instructional areas.

II. TOPICS OR COMPETENCIES

It is not possible to identify the specific CVE administrator competencies that the packages deliver on, because not all of the materials were available to us. The titles indicate the developers' general intent.

General Administrative Area:

- Organizational Structuring
- Record Keeping
- Using Data
- Solving Problems
- Managing by Objectives
- Scheduling
- School Plant Planning
- Establishing Accident Prevention Programs
- Budgeting
- Purchasing
- Developing a Philosophy of Vocational Education
- Writing Reports
- Demonstrating Professional Behavior

Program Planning Area:

- Using External Resources
- Meeting Program Approval Budget Requirements
- Planning Programming Budgeting Systems
- Preparing the One and Five Year Plan
- Implementing Career Education Programs
- Evaluating Programs
- Constructing Vocational Surveys
- Establishing Cooperative Programs

Personnel Area:

- Developing Job Descriptions
- Ranking Candidates
- Interviewing and Hiring
- Orienting Staff

- In-service Training
- Evaluating Instruction
- Identifying Legal Requirements for Personnel Dismissal
- Resolving Grievances

Public Relations Area:

- Involving Advisory Groups
- Enlisting Community Support
- Disseminating Program Information

Student Services Area:

- Vocational Counseling
- Reducing Drop-Outs
- Working with Special Needs Students

III. TARGET GROUP

Initially designed for use in upgrading teachers to fill leadership positions in local schools as directors of vocational education, directors of area vocational schools, deans of vocational education at community colleges. Developers indicate ABC can be used on both pre- and inservice bases. The competency-based, individualized approach is one of several approaches available to students. Students can also (1) test out, (2) take course work, or (3) fulfill an internship.

IV. INSTRUCTIONAL APPROACH

These materials are designated as competency-based. Each package includes a pre-assessment, listing of possible learning activities (usually outside readings), and a paper-and-pencil proficiency test. Typically, the packages are five to ten pages long.

The packages rely on outside readings and other resources for the information component. Feedback and final assessment criteria are not included. The role of the resource person is unclear.

V. BASIS OF COMPETENCY IDENTIFICATION

The 35 modules are based on the 158 competencies identified in the Ramp and Anderson study (Southern Illinois University, 1972).

VI. DEVELOPMENT AND TESTING

The packages were developed by the Department of Educational Administration at Illinois State University in cooperation with USOE and the Illinois Division of Vocational and

Technical Education. Each package was pilot tested with students and then revised.

VII. SUPPORT MATERIALS

None listed.

I. PUBLICATION DATA

Lawson, Patricia. Writing and Stating Characteristics of Persons Who Qualify as Handicapped or Disadvantaged. Huntington, WV: Marshall University, Department of Occupation, Adult and Safety Education, 1975-76.

Size, 8½ x 11, duplicated, left-hand stapled, 22 pages. Part of a series of 11 instructional packages designed to be used in a performance-based professional development program for vocational administrators.

II. TOPICS OR COMPETENCIES

Demonstrate understanding of the differences between a disadvantaged and handicapped student (define, categorize, and list sources of information concerning each.

III. TARGET GROUP

Pre- and inservice vocational administrators.

IV. INSTRUCTIONAL APPROACH

These materials are designated as performance-based. Include introduction, terminal objective, content, procedures, student competency sheet, resources list, pre-test and/or post-test, learning activities, simulation, and answer manual. Performance is assessed by a written activity, to be completed with 95% accuracy.

Module relies heavily on outside readings, a seminar, a visitation, and instructor evaluation. The module is limited to the cognitive aspect of the skill only. Feedback is provided primarily through rote paper-and-pencil activities, although one case study type of activity requiring application skills is provided. No criterion-referenced measurement devices are included.

V. BASIS OF COMPETENCY IDENTIFICATION

Basis not stated in the module, but apparently competencies were identified in Marshall University project, "Developing a Performance Based Professional Development Program for Vocational Administrators."

VI. DEVELOPMENT AND TESTING

The series of packages were developed by staff on the "Developing a Performance Based Professional Development Program for Vocational Administrators" project and by outside consultants. Testing procedures are not stated.

VII. SUPPORT MATERIALS

None listed.

VIII. OTHER MODULES IN THE SERIES

Hofstrand, Richard K. (State Board of Education, Illinois Office of Education). Organizing and Directing a Program of Inservice Staff Development. 27 pages.

- Describe the "what" and "why" of inservice staff development.
- Describe a plan and procedures for assessing needs and wants for inservice staff development.
- Describe the kinds of resources available for inservice staff development.
- List and describe the principles of adult learning.
- Demonstrate instructional methods and techniques for adult learners.
- Describe incentives for staff members to participate in educational activities.
- Describe a plan for effective evaluation of a program of inservice staff development.
- Describe an administrative plan for directing a successful program of staff development.

Juby, Marcus (Oklahoma State University). Industry Relations with Vocational Education. 19 pages.

- Discuss the need for cooperation between industry and education.
- List the motivational factors which encourage industry and people to become involved in education.
- Identify industry service areas available to public education.
- Describe the techniques used by educators to involve industry with education.
- Plan an educational program with the cooperation of an industry representative aimed at strengthening cooperative relations between industry and education.

Juby, Marcus (Oklahoma State University). Translating Educational Program into Facility Requirements. 23 pages.

- Describe educational specifications.
- Describe the differences between learning and auxiliary areas.
- Name three types of learning areas and categorize the modes of student learning occurring in each.
- List and describe the more important planning considerations involved in the planning of occupational preparation facilities.
- Assess an actual facility, and plan the facility requirements needed for the programs using that facility.

Key, James P. (Oklahoma State University). Advisory Committees in Vocational Administration. 35 pages.

- Demonstrate a knowledge of the requirements for, purposes of, and organization of the national advisory council on vocational education.
- Demonstrate a knowledge of the requirements for, purposes of, and organization of the state advisory council on vocational education.
- Describe advantages and limitations of local advisory committees.
- Develop a plan to organize, use, and evaluate a local advisory committee.

Lawson, Patricia. Effective Writing for Vocational Administration. 22 pages.

- Write functional sentences that communicate one's thoughts clearly and precisely.
- Organize one's writing to appropriately convey one's thoughts to a particular audience.
- Write business letters and memos, make notes, and write reports according to vocational standards.

Meehan, Merrill L. (University of Pittsburgh) and Joseph L. Hoffman (Parkway West Area Technical School). Planning for Vocational Curriculum Development. Mini-Module 1.1. 50 pages.

- Identify, research, review, and summarize various contemporary inputs to the vocational curriculum.
- Formulate an original vocational program philosophy, program goals, assumptions, and a short range and long range curriculum plan.
- Design the vocational curriculum development system model, the instructional system model, and the various program specifications.

Meehan, Merrill L. (University of Pittsburgh) and Joseph L. Hoffman (Parkway West Area Technical School). Organizing for Vocational Curriculum Development. Mini-Module 1.2. 26 pages.

- Determine the specific involvement of various personnel and resources within and without vocational education regarding curriculum development activities.
- Determine the needs of the various personnel working on vocational curriculum development and plan specific activities to satisfy or accommodate these needs (arrange conducive work conditions, locate and secure materials, make materials readily available).

Meehan, Merrill L. (University of Pittsburgh) and Joseph L. Hoffman (Parkway West Area Technical School). Coordinating Vocational Curriculum Development. Mini-Module 1.3. 125 pages.

- Initiate, monitor, and summarize vocational curriculum development efforts, and prepare and distribute reports of such activities.
- Compare vocational curriculum development efforts with specifications individually, through service area (craft) committees, and through vocational curriculum consultants.
- Adjust, recycle, and approve vocational curriculum subsystems and/or courses of study.

Scarborough, Cayce (Auburn University). Establish and Maintain Linkages Between Vocational and General Education. 18 pages.

- Explain through example the theory of linkage as a sociological concept that is useful in relating educational programs.
- Demonstrate an understanding of the linkages that could be established between general and vocational education.
- Explain how procedures are to be followed in establishing and maintaining these linkages.

Scarborough, Cayce (Auburn University). Organize and Direct the Total Vocational Program. 21 pages.

- List the characteristics of an effective leader.
- Distinguish between the expertise needed by a vocational teacher and expertise needed by a director.
- Indicate the process to be followed in identifying the components of a total vocational program.
- Analyze the needs assessment phase of the model.
- Explain the concept of self-concept.

I. PUBLICATION DATA

Meehan, Merrill L. Developing Short- and Long-Range Vocational Education Administrative Plans. Pittsburgh, PA: University of Pittsburgh, Competency-Based Program in Vocational Administration, 1977.

72 pages, 8½ x 11, 3-hole punched, plastic bound, duplicated. Of a projected series, this is the only module presently available.

II. TOPICS OR COMPETENCIES

CVE 8. Prepare annual program plans.
9. Prepare and update long-range program plans.

III. TARGET GROUP

Pre- and inservice vocational administrators.

IV. INSTRUCTIONAL APPROACH

Competency-based instructional module. Includes pre-assessment, information sheets, self-evaluation activities, and simulation activities. Competence is to be demonstrated by submitting plans for approval.

Basically self-contained, with alternate activities suggested. Learning activities can be selected to meet the needs of the learners.

V. BASIS OF COMPETENCY IDENTIFICATION

Basis not stated in the module, but apparently competencies were identified in a University of Pittsburgh study.

VI. DEVELOPMENT AND TESTING

Pilot tested with graduate students who were potential vocational administrators. Evaluation provided by learners and by professional educators. Revised on the bases of testing and evaluation.

VII. SUPPORT MATERIALS

None listed.

I. PUBLICATION DATA

Norton, Robert E. et al. Appraise the Personnel Development Needs of Vocational Teachers. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977. LT 58 B-3

111 pages, 8½ x 11, duplicated, plastic bound. One of a series of six instructional modules for the education of vocational administrators, all of which follow the same format and structure.

II. TOPICS OR COMPETENCIES

CVE 81. Assess staff development needs.
82. Assist in the preparation of individual staff profiles.
83. Counsel with staff regarding personnel development needs and activities.

III. TARGET GROUP

Pre- and inservice vocational administrators; university or school-based programs.

IV. INSTRUCTIONAL APPROACH

Competency-based instructional module. Includes information sheets, self-assessment activities, practice and simulation activities, and final performance assessment form. Final assessment is based on administrator's performance while working in an actual administrative situation. A qualified resource person is required to guide, assist, and evaluate the learner's progress.

The module is basically self-contained, with optional outside readings and activities. Independent learning activities allow selection of those needed by the learners to achieve competence.

V. BASIS OF COMPETENCY IDENTIFICATION

The competency list on which these modules are based was identified using the DACUM approach, and verified by a select national group of experienced vocational administrators. The list comprises 165 task statements.

VI. DEVELOPMENT AND TESTING

Each module was field tested with groups of administration students in one or more instructional settings. Evaluations of the modules were done by resource persons, students, and others. The present revised versions are based on field-test data.

VII. SUPPORT MATERIALS

A support document intended for both the trainer and trainee provides information which is common to all modules, such as procedures for module use, organization of modules, and definitions of terms:

Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977. LT 58 A

VIII. OTHER MODULES IN THE SERIES

Norton, Robert E. et al. Develop Local Plans for Vocational Education: Part I. 107 pages. LT 58 B-5

CVE
1. Survey student and parent interests.
2. Collect and analyze manpower needs assessment data.
5. Involve community representatives in program planning and development.
16. Interpret and apply state and/or federal vocational education legislation.
17. Interpret and apply other relevant state and federal legislation (such as CETA).
27. Analyze the school's and community's feelings toward educational change.
30. Design and oversee local research studies.
31. Interpret and use research results for program development and improvement.

Norton, Robert E. et al. Develop Local Plans for Vocational Education: Part II. 97 pages. LT 58 B-6

CVE
6. Obtain state and federal services and resources for program development.
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.
8. Prepare annual program plans.
9. Prepare and update long-range program plans.
10. Develop overall vocational program goals.
18. Develop plans for evaluating instructional programs.
32. Develop supplemental/remedial instructional programs to meet student needs.

Norton, Robert E. et al. Establish a Student Placement Service and Coordinate Follow-up Studies. 98 pages. LT 58 B-4

CVE
23. Initiate student and employer follow-up studies.
24. Analyze student and employer follow-up studies.
54. Oversee student job placement and follow-up services.

Norton, Robert E. et al. Organize and Work with a Local Vocational Education Advisory Council. 78 pages. LT 58 B-1

CVE 109. Coordinate use of occupational (craft) advisory committees.
110. Organize and work with a general vocational advisory council.

Norton, Robert E. et al. Supervise Vocational Education Personnel. 67 pages. LT 58 B-2

CVE 68. Counsel and advise staff on professional matters.
71. Oversee the work of teachers and other school personnel.
101. Represent teacher interests and concerns to other administrators and the board.
102. Develop effective interpersonal skills.
105. Develop cooperative problem-solving and decision-making skills.

I. PUBLICATION DATA

Oscarson, David J. and Curtis R. Finch. Motivating Vocational Education Personnel to Their Optimum Growth Potential. Blacksburg, VA: Virginia Polytechnic Institute and State University, Competency-Based Administrator Education Project, 1977.

52 pages, 8½ x 11, duplicated, 3-hole punched. One of a series of six modules for the education of vocational administrators, all of which follow the same basic format and structure.

II. TOPICS OR COMPETENCIES

CVE 68. Counsel and advise staff on professional matters.

III. TARGET GROUP

Pre- and inservice vocational administrators; university or school-based program.

IV. INSTRUCTIONAL APPROACH

Competency-based instructional module. Includes information sheets, self-evaluation activities, simulation activities, and final competency assessment form. Basically self-contained, with optional additional readings. Independent learning activities allow selection of those needed by the learner to achieve competence.

V. BASIS OF COMPETENCY IDENTIFICATION

Competency list developed from job descriptions for vocational administrators, interviews with administrators, and current research studies.

VI. DEVELOPMENT AND TESTING

The module was pilot tested with students in at least one instructional setting. Evaluation by students, faculty, and third party.

VII. SUPPORT MATERIALS

User's Guide for the module series.

VIII. OTHER MODULES IN THE SERIES

Implementing Competency-Based Instruction in Vocational Education. 47 pages.

CVE 38. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).

Chisman, Arlington W. and Kathy Novak. Planning Vocational Education Programs for the Disadvantaged and Handicapped. 76 pages.

CVE 32. Develop supplemental/remedial instructional programs to meet student needs.

Looney, Era F. and James L. Hoerner. Formulating Goals and Objectives for Vocational Education Programs. 95 pages.

CVE 10. Develop overall vocational program goals.

Ely, Ron H., Curtis R. Finch, and Era F. Looney. Organizing and Conducting Staff Development Activities for Vocational Teachers. 48 pages.

CVE 81. Assess staff development needs.
86. Arrange for workshops and other inservice programs for professional personnel.
90. Evaluate staff development programs.

Morgan, Samuel D. and David J. Oscarson. Preparing Local Plans for Administering Vocational Education. 84 pages.

CVE 8. Prepare annual program plans.
9. Prepare and update long-range program plans.

The following materials and materials-development projects are known to be in progress, but Center staff have not as yet personally reviewed the actual materials or located detailed information concerning their development:

Colorado State University. Professional Development for Vocational Administrators. Fort Collins, CO: Colorado State University, Department of Vocational Education, 1977.

To date, seven modules have been developed, and tentative plans call for the development of six more. As of November 1977, the modules were not yet available. The materials are to be turned over to the state department for dissemination. The seven modules developed thus far are:

- Elements of Motivation
- Human Relations
- Classroom Observation and Supervision
- Curriculum Management--A Systems Approach
- Communication Systems and Techniques
- Professional Staff Management and Development
- Leadership Styles and Development

Funderburk, Kay and Billy Pope. "Improving Vocational Administration." Richardson, TX: Education Service Center, September 1977-February 1979. (A project, not a document)

This project is designed to improve preservice and inservice programs for the preparation of vocational administrators in Texas. Among other objectives, the project will: (1) identify the needs of vocational administrators, (2) develop inservice materials in modular form to meet these needs, and (3) develop a training package to increase the management skills of vocational administrators.

PART II

Related Modules

American Institutes for Research. Vocational Education Curriculum Specialist Materials. Washington, DC: Government Printing Office, 1976.

This series of 22 instructional modules is designed to train specialists in vocational education curriculum. A number of the topics and concepts involved are also of concern to vocational administrators, particularly as they plan, develop, and evaluate curricula.

The series is divided into two groups of modules: "Introductory Modules" designed to bring students with minimal preparation in vocational education to readiness for training in a core program, and "Core Modules" which constitute specialized training units. An installation guide is available.

The modules involve additional required outside readings. Instruction and evaluation are basically cognitive, rather than field-based performance. Following is a list of module titles appropriate to the training of administrators, and the CVE administrator competencies to which they contribute.

Introductory Modules:

The Scope of Vocational Education

CVE 10. Develop overall vocational program goals.

Roles of Vocational Educators in Cuuriculum Management

CVE 11. Coordinate district curriculum development efforts.

Current Trends in Vocational Education

Organization of Vocational Education

CVE 5. Involve community representatives in program planning and development.
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.

Legislative Mandates for Vocational Education

CVE 16. Interpret and apply state and/or federal vocational education legislation.

The Preparation of Vocational Educators

CVE 88. Provide for preservice programs for professional personnel.

Core Modules:

Assessing Manpower Needs and Supply in Vocational Education

CVE 2. Collect and analyze manpower needs assessment data.

Fiscal Management of Vocational Education Programs

CVE 6. Obtain state and federal services and resources for program development.
38. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).

Introducing and Maintaining Innovation

CVE 27. Analyze the school's and community's feelings toward educational change.

Managing Vocational Education Programs

CVE 37. Prepare a master schedule of course offerings.
38. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).
51. Oversee school admission services.
61. Establish staff selection and recruitment procedures.
140. Procure equipment and furnishings.
141. Plan space requirements for programs.
143. Develop and implement an equipment and supply inventory system.

General Methods and Techniques of Educational Evaluation

CVE 21. Design and select instruments for evaluating the instructional program.

Procedures for Conducting Evaluations of Vocational Education

CVE 22. Evaluate the effectiveness of the instructional program.

The Center for Vocational Education. The Center's Performance-Based Teacher Education Modules, Category A: Program Planning, Development, and Evaluation; and Category G: School-Community Relations. Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Although designed for use by teachers, the 21 modules in these two categories cover skills needed and used by local administrators. The modules are part of a series of 100 performance-based learning packages focusing on the specific professional competencies needed by vocational teachers, all of which have been extensively field tested. Each module covers a single teaching skill which is achieved through a series of learning experiences that integrate theory and practice; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency in an actual school situation.

The titles of the modules in these two categories are as follows:

A-1	Prepare for a Community Survey. 72 pages.
A-2	Conduct a Community Survey. 44 pages.
A-3	Report the Findings of a Community Survey. 64 pages.
A-4	Organize an Occupational Advisory Committee. 32 pages.
A-5	Maintain an Occupational Advisory Committee. 40 pages.
A-6	Develop Program Goals and Objectives. 36 pages.
A-7	Conduct an Occupational Analysis. 72 pages.
A-8	Develop a Course of Study. 52 pages.
A-9	Develop Long-Range Program Plans. 36 pages.
A-10	Conduct a Student Follow-Up Study. 64 pages.
A-11	Evaluate Your Vocational Program. 56 pages.
*G-1	Develop a School-Community Relations Plan for Your Vocational Program
G-2	Give Presentations to Promote Your Vocational Program
G-3	Develop Brochures to Promote Your Vocational Program
G-4	Prepare Displays to Promote Your Vocational Program
G-5	Prepare News Releases and Articles Concerning Your Vocational Program
G-6	Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7	Conduct an Open House
G-8	Work with Members of the Community
G-9	Work with State and Local Educators
G-10	Obtain Feedback about Your Vocational Program

*Modules in the G category are not yet available from the publisher. They should be printed and available toward the end of March 1978.

Four support documents provide information on the underlying concepts of PBTE, methods for installing such a program, and the roles of the various persons involved in such programs, as follows:

Fardig, Glen E., Robert E. Norton, and James B. Hamilton. Guide to the Implementation of Performance-Based Teacher Education. Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1977.

Hamilton, James B. and Karen M. Quinn. Resource Person Guide to Using Performance-Based Teacher Education Materials. Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Norton, Robert E., Lois G. Harrington, and Janet Gill. Performance-Based Teacher Education: The State of the Art--General Education and Vocational Education. Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1977.

Norton, Robert E. and May W. Huang. Student Guide to Using Performance-Based Teacher Education Materials. Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1977.

Washington State University, Department of Education. Curriculum for Graduate Program to Prepare Vocational Education Curriculum Specialists. Pullman, WA: Washington State University, Department of Education, 1976.

This curriculum for vocational curriculum specialists consists of seven instructional modules, an introductory module, and an installation guide. The competencies covered in these materials are related to those of vocational administrators as they plan, develop, and evaluate vocational curricula. The modules include required outside readings, other learning activities, and self-evaluation procedures. Both the content and evaluations are basically cognitive.

The following module titles can contribute to learner achievement of the administrator competencies indicated:

Developing Curriculum: Goals, Objectives and Instructional Plans. 109 pages.

CVE 3. Direct occupational task analysis for use in curriculum development.
10. Develop overall vocational program goals.

Preparing for Curriculum Change. 56 pages.

CVE 1. Survey student and parent interests.
2. Collect and analyze manpower needs assessment data.
32. Develop supplemental/remedial instructional programs to meet student needs.

Evaluating and Using Needs Assessment and Manpower Information.

CVE 27. Analyze the school's and community's feelings toward educational change.

Preparing Instructional Materials. 40 pages.

CVE 48. Approve selection of instructional materials.

Preparing for Curriculum Evaluation. 108 pages.

CVE 18. Develop plans for evaluating instructional programs.
21. Design and select instruments for evaluating the instructional program.
22. Evaluate the effectiveness of the instructional program.

Promoting Professional Growth and Staff Development. 71 pages.

CVE 85. Conduct workshops and other inservice programs for professional personnel.
86. Arrange for workshops and other inservice programs for professional personnel.
90. Evaluate staff development programs.

Wall, James E. et al. Industry Services Leadership Development Program. State College, MS: Mississippi State University, College of Education, 1976.

This program comprises a series of self-paced instructional modules that have been developed specifically for "Industry Service Leaders," i.e., educators who are in charge of programs that work with local industry to train workers. Vocational administrators in areas where such industry services programs are in operation should be competent in program planning and management. While most of the 33 modules in the series are limited to use by the practitioner, some could be valuable to administrators. The modules are basically self-contained with self-checks and final performance assessment forms. The information sheets are in the form of outlines. A users' guide is available.

The following module titles may be useful for training vocational administrators:

- Developing Training Agreements
- Developing a Lead-Time Schedule
- Selecting Types of Training Programs
- Interpreting Legislation Related to Industry Services
- Preparing a Budget for an Industry Services Project
- Training Instructors for Industry Services
- Evaluating Industry Services Programs
- Developing a Procedure for Keeping Participating Agencies
- Informed about Program Activities

PART III

General Instructional References for Administrators

Administrator Evaluation. The Best of ERIC Series, Number 1. Eugene, OR: Oregon University, ERIC Clearinghouse on Educational Management, 1974. 6 pages.

ERIC Abstract: This bibliography presents 23 annotated citations of documents and journal articles in the ERIC system dealing with various aspects of administrator evaluation. Materials range from overviews of current administrator evaluation philosophy and practice through manuals and guides for the evaluation of the performance of principals and superintendents. (WM)

Atteberry, Jim W., Wilbur R. Miller, and James A. Pershing. Improving Vocational Education Planning: More Myth Than Reality? Final Report. Columbia, MO: University of Missouri-Columbia, Department of Practical Arts and Vocational-Technical Education, 1977. 260 pages.

This document describes a project for designing, developing, and testing a comprehensive management plan for vocational education which was undertaken in response to recent federal legislation emphasizing the importance of the planning process in vocational education.

Section I of the report describes A Vocational Education Planning Model based on the general systems approach to planning. The inability of Management Information Systems (MIS) to provide needed information is discussed and recommendations for improvement are offered. Five techniques useful in providing a framework for a decision-making support system are described: linear programming, goal programming, simulations, statistical analysis, and heuristic models. And, a model for evaluating the vocational education system based on system goals is presented.

Section II presents detailed examples of the most innovative applications of The Decision Making Support System through linear programming, goal programming, multivariate statistics, and heuristic methods. Detailed, technical explanations are provided concerning a number of areas including resource allocation planning problems, employment projection planning problems, and client identification problems. The relative usefulness of each technique in various situations is also discussed.

Section III addresses a variety of issues concerning the broad topic of the improvement of planning processes, primarily from the point of view of the existing barriers impeding such improvement, but ends on a more positive note.

The report is readable, but the content is technical to the point that it would probably not serve well as an introduction to the topic of program planning.

Bellon, Jerry J. et al. Classroom Supervision and Instructional Improvement: A Synergetic Process. Dubuque, IA: Kendall/Hunt Publishing Company, 1976. 76 pages.

This book was designed to help any teacher, administrator, or supervisor interested in helping to improve instructors. The authors contend that the supervisory techniques usually employed which could result in instructional improvement have instead been used simply to rate teachers for administrative purposes. The synergetic process requires that the "processes and procedures used in the supervision-evaluation program must provide opportunities for cooperative, non-hierchical working relationships. Power and influence need to be shared by teachers and administrators if development and renewal activities are to succeed." This book provides general background information concerning supervision and then outlines and explains the synergetic supervisory process, including pre-observation conferences, classroom observation, post-observation conferences, evaluation procedures, and the roles various parties play in the improvement of instruction.

Borgen, Joseph A. and Dwight E. Davis. Planning, Implementing, and Evaluating Career Preparation Programs. Bloomington, IL: McKnight Publishing Co., 1974. 472 pages.

This self-instructional manual, developed as part of the Illinois Occupational Curriculum Project (IOCP), was designed to assist local leaders in comprehensive high schools, area vocational centers, and community colleges in the planning, implementation, and evaluation of career preparation programs. During the developmental phase, the manual was used extensively in the field, and the final product reflects input received from these users.

The manual includes five sections (packaged in a 3-ring loose-leaf notebook). The first section provides information needed to use the manual effectively, including such skills as writing measurable program management objectives and developing a work plan. The remaining sections cover the four major components in the program planning and evaluation process: (1) identification, (2) development, (3) implementation, and (4) evaluation.

Each component is further broken down into key questions (e.g., "What are the suggestions for possible programs or modifications of existing programs?"), and then each question is followed by the key activities to be performed (e.g., "Establish and conduct a meeting(s) of a general or specialized occupational advisory committee"). A total of 29 questions and 62 activities are covered. The user proceeds step by step through these 62 activity topics, reading background information and completing tasks using, among other things, a variety of sample forms, letters, reports, etc.

The length, organization, and complexity of the manual could frighten away some users, but, as the authors point out, planning is a lengthy and complex task, and this document seems to have done an excellent job of breaking this task down into small, manageable, well-sequenced parts.

Boyan, Norman J., Project Director. Training Coordinator's Guide: The Instructional Supervision Training Program. Three Volumes: Training Coordinator's Guide, 192 pages; Handouts, 70 pages; Readings, 441 pages. Santa Barbara, CA: University of California, Graduate School of Education, 1973.

These materials were developed during three years of experiment, development, and revision to assist Teacher Corps team leaders in assisting and supervising intern teachers, using an Instructional Supervision Process. According to the developers, the materials include written information modules, exercises, self-tests, role-playing activities, and an opportunity to demonstrate supervisory skills in an actual supervision situation.

The Training Coordinator's Guide includes seven pages of instruction for the training coordinator, mostly of a nuts-and-bolts nature (e.g., "familiarize yourself with the training materials"; "set up your training schedule"; "arrange for all resources"). The remainder of the guide consists of a series of sequential units to structure the training activities. Each unit includes a statement of purpose, participant objectives, approximate time needed (from 30-240 hours; total time for all units is 2,202 hours), materials needed, and activity directions. Nothing is left to chance. The trainer is led step by step, provided with the actual statements he/she should make, and given explanations concerning the rationale for specific activities, the content of the media to be shown, and the meaning of new concepts to be introduced. The directions include not only instructions to the trainer, but also the actions to be expected by the participants. The guide ends with (1) an Outline of Training which shows the activities involved in each unit, and the materials and time needed for each activity, and (2) masters for 22 transparencies.

The Readings document (organized in a 3-ring, loose-leaf binder) includes 55 readings on the subject of instructional supervision, and abstracts for 30 observation instruments. The readings include information sheets, typescripts, role-play instructions, observation sheets, written exercises, remedial exercise directions and answer sheets, and unit summaries.

The Handouts are handed out one at a time as indicated in the trainer's guide, and are placed in the Readings document at the point indicated by the page number provided on each handout. Handouts include answer sheets and exercise instructions.

Burger, Laura J. and Judith J. Lambrecht. Handbook for Vocational Instructors Interested in Competency-Based Education. Minneapolis, MN: University of Minnesota, Minnesota Research Coordinating Unit, 1974. 114 pages.

Although designed to help vocational instructors develop and implement competency-based programs, this document could prove very helpful to an administrator interested in helping staff to design and install such programs. Excellent, thorough presentation of the key characteristics of CBI, consistent with the material produced by AACTE and The Center.

Six steps are provided for articulating the curriculum at the local level, as follows:

1. List the occupations.
2. Decide which occupations to teach.
3. Draw the worker mobility chart.
4. Outline the occupational curriculum organization of the complete occupational program.
5. Write each of the modules shown on the outline.
6. Develop a record-keeping system assigning grades.

All explanations are very clear, and the step-by-step organization is very easy to follow. The section on writing modules is particularly well done, and makes this a handbook worth reviewing. In addition, however, the appendices include a glossary, sample task inventory, information on making your own task inventory, information on measures to determine learning achievement, and information on classroom media.

Burt, Samuel M. Placement Services: A Training Manual. Ann Arbor, MI: Prakken Publications, Inc., 1977. 157 pages.

This manual was designed for use in a training workshop setting (70 hours over 1-2 months) to assist state departments of education and local education agency administrators, and others in constructing and implementing a comprehensive model of a job placement program. Each chapter includes stated objectives, information, and suggested learning activities in which workshop participants can engage. The workshop trainer is an organizer/facilitator rather than a specialist; the manual is designed to be a self-contained instructional package.

The manual and training program have been field tested at three pilot sites, and were revised as a result of the evaluation data gathered. A special strength of the manual is found in the lengthy appendices, including a wide variety of sample forms, instruments, case studies, and supplementary information. Overall, a very comprehensive, in-depth coverage of the topic.

Cooperative Vocational Education Guide for Coordinators and Administrators. Honolulu, HI: State of Hawaii, Department of Education, Office of Instructional Services, n.d. 225 pages.

This is a fairly standard document, similar to that available from a number of states including Minnesota. Material included was compiled from a number of already available sources and, for the most part, is far more relevant to the coordinator than to the administrator. The administrator's role and responsibilities cover nine pages only. The remainder of the document covers the nitty gritty responsibilities of the coordinator, with quantities of sample forms--information not necessarily critical to the administrator's ability to supervise the program.

Topics include the following:

- Definition and Objective
- Benefits of Cooperative Education
- Initiating the Cooperative Program
- Role of the Teacher-Coordinator
- Advisory Committee
- Related Instruction
- Federal & State Laws

Copa, George H., Edwin K. Geigle, and U. O. Imade. Factors, Priorities, and Information Needs in Planning Vocational Education: Views of Selected Educational Planners in Minnesota. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research Coordinating Unit for Vocational Education, 1974. 63 pages.

The first 44 pages of this report document a study designed "to identify the factors and information needs of educational planners in Minnesota as they face decisions in planning vocational education." As part of this study, a group of educational planners were asked to participate in a series of eight simulation activities requiring them to deal with planning "dilemmas." The participants thus revealed 173 different factors which they used in making decisions. One of the recommendations growing out of the study was that the simulation activities should be used "as a teaching strategy to assist vocational education administrators in becoming aware of and in dealing with the factors and their interaction in planning vocational education."

Included in the appendices are sample background information for the simulation, a sample simulation exercise, and a listing of the 173 decision-making factors, grouped into eight categories: satisfaction, satisfactoriness, efficiency, alternative sources, quality, equal opportunity, legal, and mutual satisfaction.

Use, not of this report, but of the simulation materials described, could be beneficial to pre- and inservice local administrators. The simulations are contained in the following document:

Copa, George H., Edwin K. Geigle, and Donald E. Irvin, Jr. Critical Issues in Planning Vocational Education: A Series of Simulation Exercises. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research Coordinating Unit for Vocational Education, 1976. 95 pages. (loose-leaf, 3-hole punched)

Dull, Lloyd W. (Ed. and Comp.) The Heart of Instruction. Columbus, OH: The Ohio State University, Ohio Agricultural Education Curriculum Materials Service, 1977.

This is a series of 13 booklets designed to assist the vocational teacher and other members of the instructional team--counselors, supervisors, and administrators--to improve instruction. Each booklet contains three parts as follows:

Overview - provides a general introduction to the topic

Resources - a compilation of a variety or original source documents that deal with specific facets of the major topic; each source is usually brief, readable, and presents a practical point of view

Performance Activities - suggested activities generally of a written nature (e.g., write, list, describe, name, prepare, develop, identify)

The 13 booklets are as follows:

1. It Starts with the Teacher. 56 pages.
2. Psychology of Learning. 44 pages.
3. Understanding the Adolescent Learner. 54 pages.
4. Selection and Use of Instructional Resources. 64 pages.
5. Selection and Use of Teaching Strategies. 54 pages.
6. Effective Lesson Plans and Assignments. 58 pages.
7. Teaching Communication Skills. 56 pages.
8. Relationship of Math and Science Principles to Vocational Curricula. 60 pages.
9. Classroom Climate for Effective Learning. 60 pages.
10. Classroom and Laboratory Management. 56 pages.
11. Techniques of School and Classroom Discipline. 52 pages.
12. Evaluation of Learning. 60 pages.
13. Leadership for Improved Learning. 54 pages.

Holcomb, Robert E., Project Director. Guidelines for Occupational Program Planning: A Handbook. California: California Community Colleges Chancellors Office, California State Department of Education, Los Angeles Community Colleges District, California High Schools and ROC/ROP Districts, 1977. 126 pages.

This manual, developed as part of a ten-month project to produce Guidelines for Establishing, Modifying and Terminating Occupational Programs, deals primarily with program initiation. Using input gathered from California high schools, ROC/ROP, and college districts, and from State Boards of Education throughout the nation, a manual was developed which includes three basic elements:

- a flow chart depicting the critical decision points in program planning, stated in action terms (39 total activities)
- descriptions of successful experience-based models
- guidelines for occupational program plan

For each sequential item on the flow chart (e.g., "identify personnel needs"), there is a corresponding chapter, including a guideline (e.g., "Prior to moving to a definitive assessment of a proposal, a tentative overview of personnel needs should be made"); procedures, usually an explanation of just a few paragraphs; and questions to assist the program planner in checking his/her policies and procedures.

Although the procedures sections do not provide in-depth answers, the manual manages to provide a usable step-by-step procedure which would assist the novice in raising the right questions as he/she approached the planning process.

Improving Instruction through Supervision. College Station, TX: Texas A&M University, Vocational Industrial Education, Vocational Instructional Services, 1975. 73 pages.

This monograph provides a summary of supervisory practices which deal with the improvement of instruction, including information on the following skills:

- selecting the tools of instruction
- selecting and inducting new instructors
  training or assisting in training instructors
- exemplifying skill in the instructional process
- keeping instruction geared to the needs of industry
- evaluating instruction
- promoting enthusiasm for dynamic instruction
- scheduling supervisory functions
- visiting classes according to a planned program
- helping instructors in principles of shop and class management

- conducting teachers' meetings and group conferences
- preparing supervisory bulletins
- practicing sound principles of human relations
- recommending the purchase of equipment, tools, and supplies
- evaluating supervision

Consists of a brief, readable, and practical overview of the key elements of each skill; outlinish and lacks in-depth detail concerning any one topic. Excellent introductory-type document.

Includes a checklist for the supervisor to use in evaluating a teacher's overall performance and various lists of criteria concerning some skills within the narrative itself.

Koble, Daniel E., Jr. and Mark Newton (Comps. and Eds.) Developing the Leadership Potential of Urban Vocational Education Administrators. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1976. 199 pages.

This document is a compilation of the papers presented at the 1976 National Leadership Seminar for Administrators of Vocational Education in Large Cities held at Columbus, Ohio on March 28-31, 1976. Seventeen papers are included. The thrust of the seminar was directed toward developing position statements concerning the role of the large-city director in four key areas, as follows:

- developing curriculum
- improving instruction
- developing personnel for leadership
- influencing policies, decisions, and top management

Koble, Daniel E., Jr. and Mark Newton (Comps. and Eds.) Developing the Leadership Potential of Urban Vocational Education Administrators (Conference II). Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977. 129 pages.

This document is a compilation of the papers presented at the 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities held at Columbus, Ohio on March 26-29, 1977. Fourteen papers are included. The thrust of the seminar was directed toward developing position statements concerning the role of large-city vocational education personnel in four key areas, as follows:

- evaluating programs based on job placement and labor market
- meeting the needs of handicapped persons in regular vocational programs
- achieving urban vocational improvement by involving national organizations
- assuring that funds allotted to cities for vocational programs are spent for their intended purposes

Papers in both documents are brief and readable, and the materials could provide the prospective administrator with pragmatic information or a basis for provocative discussion with peers.

Patrick, Peggy W. Planning Vocational Education: A Guide for Local School Administrators. Little Rock, AR: Arkansas Department of Education, Division of Vocational, Technical, and Adult Education, Office of Program Planning and Evaluation, 1977. 32 pages.

Describes a Comprehensive Planning Model designed to provide guidelines to help a local school administrator establish a comprehensive and systematic approach to planning vocational education. Covers the six basic steps in the planning process with the support of a wide variety of graphics and sample forms. Although the process is described in a simple step-by-step fashion, there is an assumption made that the reader already knows how to perform certain key activities (e.g., conducting a student survey, student follow-up study, parent and community survey, manpower survey; analyzing data; etc.). An administrator with these skills would find this document helpful in structuring a rational planning process.

Planning for Vocational Education. East Lansing, MI: Michigan State University, Proaction Institute, n.d. 213 pages.

According to the developers, this book is designed to instruct experienced vocational education administrators in techniques for preparing their programs for the future. It contains chapters on manpower and student population projections, instructor and facilities needs, and finance. The final chapter relates vocational planning to other planning systems.

Nine other documents relating to vocational planning are available from the Proaction Institute. Four would seem to have particular relevance to the vocational administrator, as follows:

Vocational Education Summary Planning Program. 14 pages. (Step One: a simple introduction to the Proaction Institute's planning system)

Preliminary Long-Range Planning Model. 50 pages. (Step Two: a simple self-teaching system to introduce administrators to the concepts and procedures underlying the planning system developed by the Proaction Institute)

A Policy Information System for Vocational Education. 139 pages. (Step Three: a self-explanatory, self-teaching manual to lead a vocational administrator through the planning process)

Data Element Dictionary for Vocational Education. 140 pages. (a reference source for those wishing to set up a management information system for vocational education)

Posner, George et al. Program Planning in Two-Year Colleges: A Handbook. Ithaca, NY: Cornell University, New York State College of Agriculture and Life Sciences, Department of Education, 1975. 159 pages.

In order to help two-year college faculty and administrators make appropriate program decisions, a System was developed and evaluated as part of a project funded by the New York State Education Department. This document contains three parts. Part one contains simple step-by-step explanations of each phase and task in the System. Part two gives the reader a description of the literature review conducted during the project which provided the key concepts on which the System is based.

The final section contains a simulated program planning exercise in which the reader is asked to review information from a variety of sources in order to decide whether or not a specific program should be implemented at a given college. The simulation does not relate directly to the System, but knowledge of the System will help. The developers admit to some limitations in the effectiveness of the simulation (e.g., limited information, etc.), but feel that is use can--

- provide inexperienced planners with a "feel" for the materials and sources of information in program development
- expand the list of sources used by experienced planners
- reveal the interlocking nature of many types of information
- reveal the hidden "systems"--the priorities--of planners that cause them to use particular types of information in particular ways

Preston, John H., Project Director. "Leadership Institute for Directors and Supervisors of Vocational Education Programs in Georgia." Atlanta, GA: Georgia State University, College of Education, Department of Vocational and Career Education; in cooperation with Georgia Department of Education, Office of Adult and Vocational Education; September 1977 to June 1978.

This institute was designed "to improve the overall quality of Vocational Education in Georgia by providing in-service training (ten monthly four-hour sessions) for approximately one-half (40%) of Georgia's Vocational Directors and Supervisors." The training for these secondary and post-secondary administrators focuses on eight of the national priorities for vocational education as identified in the 1976 Amendments, as follows:

- Eliminating Sex-Bias and Sex Role Stereotyping
- A Vocational Education Data and Information System

- Business-Industry-Labor Input Strategy
- A Comprehensive Placement System
- Meeting the Needs of Disadvantaged and Handicapped Students
- Interlocking Vocational and Academic Programs
- A Staff Development Program
- A Program Evaluation System

To facilitate the achievement of institute objectives, Dr. Preston has initiated the development of a series of assessment and planning guides for participants to use in addressing the major themes covered. To date, two such documents have been produced: "Vocational Education Administrators Assessment and Planning Guide for Reducing or Eliminating Sex-Bias and Role Stereotyping" (18 pages); and "Vocational Education Administrators Assessment and Planning Guide for the Improvement and Evaluation of Local Advisory Committee Activities" (20 pages).

Each guide contains an introduction, information, assignment guidelines, criteria, and suggested activities. The information, though brief and, in one case, geared to Georgia specifically, is well written. Use of the assignment guidelines would require more direction or the presence of a users' guide. However, the real strength of these guides is the extensive criterion checklists for evaluating the skill area, and the activity lists which amount to step-by-step outlines for performing the skill effectively.

Ramey, Walter S. A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education. Richmond, VA: Virginia Commonwealth University, School of Education, Department of Secondary/Post Secondary Education, 1975. 74 pages.

According to the developers, this document is designed to guide local vocational educators in developing vocational education advisory committees, restructuring existing committees, and incorporating certain principles into an ongoing committee that will facilitate communication and contribute to the overall vocational education program in Virginia. It can be used by teachers, or to orient school board members, school administrators, and advisory committee members to the key concepts involved.

Virginia-specific, but the concepts are generalizable to other states. Narrative provides a good overview of the nature and functions of such committees, steps to follow in establishing a committee, and the need to maintain the committee and evaluate its effectiveness. Appendices provide a variety of support materials, including a number of forms and guidelines for use in establishing and working with a vocational advisory committee.

The brief, general nature of the document should make it an ideal tool for an administrator to use in coming to grips with the topic and determining his/her role relative to the organization and operation of such committees.

Ramp, Wayne S., Project Director, and James C. Parker, Assistant Director. Occupational Education Leadership: A Performance Basad Approach. Carbondale, IL: Southern Illinois University at Carbondale, Department of Occupational Education, 1974. 253 pages.

This document describes a transportable model program for occupational education leaders/administrators which is currently in operation in Illinois. The document is designed not as a textbook, but as a handbook of useful helps and resources from which program developers can select.

The program, now in its fifth year of operation, is based on 159 competencies judged to comprise the occupational education administrator's role, as identified in the joint Ramp and Anderson study in 1972. Affective and cognitive sample performance indicators have been written for each of the 159 competencies to help in the assessment process.

Students engage in at least three distinct types of learning activities:

1. Each serves two hours per day for one academic year as a supervised intern in the school where he/she is employed.
2. Each completes the course work required to meet Illinois certification standards.
3. Each engages in enrichment activities such as attending weekend seminars and professional meetings, and serving on evaluation teams.

Each internship experience involves the cooperative efforts of a local administrator, an occupational education administrator intern, and a supervising university professor. Daily supervision is provided by the cooperating administrator who also arranges for the intern's development of performance proficiency in the agreed upon competencies. The university professor provides classroom instruction and coordination. Each intern is given a portfolio which outlines the performances and experiences to be obtained and provides space for the administrator and intern to record the experiences completed. Although some curriculum materials were developed during 1974, their nature or use in the program is not clear.

Eight students were enrolled in the first program in 1973, 41 students completed the program between 1973 and 1976, and more than two-thirds of these persons hold administrative positions.

Also see--

The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration: Phase 3. Final Report. Carbondale, IL: Southern Illinois University at Carbondale, Department of Occupational Education, 1975. 121 pages. ED 114 561

Reality-Based Evaluation for Two-Year College Occupational Programs. Revised Edition. Ithaca, NY: Cornell University, New York State College of Agriculture and Life Sciences, Cornell Institute for Research and Development in Occupational Education, 1976. 44 pages.

"Reality-based evaluation is clarifying what we really intend to do, collecting information on what we are actually doing, interpreting how well we did it, and recommending what should be done in the future." Although designed for evaluation of post-secondary programs, the material is general in nature with clear applicability to the secondary level.

The guide is simple and straightforward with clear explanations and examples, step-by-step procedures, and helpful worksheets. Could be used to good effect with administrators approaching program evaluation for the first time.

Teacher Aides in Comprehensive Career Education: An In-service Training Program for the Administrator. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1974. 76 pages. ED 128 632

ERIC Abstract: Designed in workbook form, this study guide for administrators is part of a 4-volume series which can be used in an inservice program designed to create an awareness in teacher aides, teachers, and administrators of the potential contribution of teacher aides to comprehensive career education. (The other volumes are a coordinator's manual and the separate programs for teachers and for teacher aides.) The guide consists of learning activities that support information presented in accompanying slide/tape presentations about the potential role of teacher aides in career education programs...Each topic includes a stated purpose, a review of the related slide/tape presentation, and learning activities. (NJ)

Valentine, Ivan E. Administration of Occupational Education: A Suggested Guide. Fort Collins, CO: Colorado State University, Department of Vocational Education, 1971. 118 pages.

This guide was designed to provide secondary and post-secondary administrators with a systems approach to administration. Fourteen different administrative tasks (e.g., "staffing tasks and influence in decision making") are presented, and each of these tasks has been broken down into

sub-tasks. Fourteen detailed flow charts present this information, and the chapters are organized around the major administrative task areas.

The problem-solving, decision-making, systems model presented is thorough and comprehensive, but may be too complex and sophisticated for the administrator approaching the topic for the first time.

Vocational Instructional Services. Improving Instruction Through Supervision. College Station, TX: Texas A&M University, Vocational Instructional Services, Vocational Industrial Education, 1975.

The focus of this 73-page booklet is on the administrator's role in the improvement of instruction. The content includes a rationale for supervision, helpful ideas, recommendations on supervisory techniques, and some instruments that can be used in the supervision of teachers. It does not include reading lists, learning activities, or evaluation procedures.

Ward, Darrell L. and Jimmy G. Koeninger. An Interaction Simulation: Coordinated Local-State Vocational Education Planning. Columbus, OH: The Center for Vocational and Technical Education, The Ohio State University, 1971. 828 pages.

A series of ten books comprise this simulation packet; two books present directions for the trainer and background information for the user, and the remaining eight books cover the simulation exercises. The simulation package has been used successfully in a workshop setting with both local and state-level personnel on both an inservice and preservice basis. The materials have undergone extensive testing; four separate pilot tests were conducted with revision and/or modifications made to the materials following each test.

The simulation work includes in-basket methods, and interaction sessions involving not one, but seven to thirteen different roles. Using actual case histories and problems submitted from the field, the simulation was designed to provide a realistic environment in which the learner can apply theoretical concepts to these practical situations. In advance of the workshop, the participants receive and study the document containing an explanation of the simulation methods to be used and the background information for the simulation (scenario, roles, demographic information, etc.). During the workshop (three days, eight hours per day), the participants (preferably 7-13) work through the eight simulation packages under the direction of a trainer. With less than seven participants, the tenth book is not used.

The total materials in the package are as follows:

1. Ward, Darrell L. and Jimmy Koeninger. Simulation Director's Manual. 55 pages.

2. Ward, Darrell L. and Jimmy Koeninger. A Compendium of Background Information. 51 pages.
3. Conroy, M. P. Simulation Exercises.
4. Drake, D. R. Simulation Exercises.
5. Foster, L. C. Simulation Exercises.
6. Miller, R. A. Simulation Exercises.
7. Reed, J. T. Simulation Exercises.
8. Terry, F. D. Simulation Exercises.
9. Williams, J. D. Simulation Exercises.
10. Simulation Exercises: District Coordinator

Winter, Gene M. et al. An Inservice Strategy for Improving Local Evaluation for Two-Year College Programs in Occupational Education. Ithaca, NY: Cornell University, New York State College of Agriculture and Life Sciences, 1976. 44 pages.

This document provides the vocational administrator with a manual for the conduct of local program evaluation efforts. This is not a piece of instructional material in the strict sense, but can be used as a basis for instruction in program evaluation. Included are a rationale and model for an evaluation system, discussion of the so-called reality-based evaluation process, and examples of adapting the process to specific situations. The role of the administrator in this process is stressed.

PART IV

Administrator Instruments

ADMINISTRATOR EXPERIENCE/INTEREST QUESTIONNAIRE
Frank Vicino, coordinator of research and development, Mesa School District

This instrument was developed as part of a needs assessment model designed for administrator inservice in the Mesa School District (Dr. Carolyn Raymond, coordinator of staff development). A list of administrator skills was drawn from the literature and then supplemented by input from a committee of 14 adminstrators. This committee then prioritized the list of 80 skills, condensed the list to 57 skills, and ordered the skills in terms of their overall importance to the district.

Following each item (e.g., "group dynamics"), the respondent is asked to rate the item relative to two areas:

1. Experience
   - Expertise in: experienced practice, and can serve as a consultant
   - Worked with: in many situations--even though modified
   - Knowledge of: extends beyond definition but have not worked with
   - No knowledge of: extends to no more than simple definition .

2. Interest
   - Desire further training in
   - Desire training in
   - Do not desire training in

Using data from the completed instruments, priority ratings were assigned to each of the 57 areas, as follows: Value - value to administrators; Gaps - lack of competency; Affect - staff desire for further knowledge. By totalling ratings, a final priority for training needs was established and used as a basis for developing training programs.

ARIZONA ADMINISTRATOR RENEWAL/ADMINISTRATOR NEEDS ASSESSMENT
A Program for Administrators by the Arizona Department of Education, Carolyn Warner, superintendent

As part of this program, a Needs Assessment Instrument was developed by the Arizona State Collegial Team for use by individual administrators in determining their needs, by districts implementing staff development programs, and by the Collegial Team in determining its development renewal programs.

The instrument contains one page of items for each of 16 general areas for administrator development and renewal, as follows:

- Laws, Court Decisions, and Compliance
- Personnel Evaluation & Staff Development
- Program Evaluation

- Curriculum Development Models
- Educational Planning
- Decision Making Skills
- Staff Selection and Dismissal
- Alternative Delivery Models
- Self Management
- Staff Motivation
- Human Relations Skills
- Public Relations Responsibilities
- Parent Involvement
- Budgeting Skills
- Communication Skills
- Organizational Patterns & Policies

Following each item (e.g., "Competency-based Staff Development"), the respondent is asked to rate the item relative to three areas:

- What level of skill does your job require? (1 - Little or no competency; 2 - Some competency; 3 - Able to perform; 4 - Able to supervise; 5 - Complete expertise)

- What level of skill do you possess? (5 - Little or no competency; 4 - Some competency; 3 - Able to perform; 2 - Able to supervise; 1 - Complete expertise)

- What level of training do you desire? (1 - Little or no competency; 2 - Some competency; 3 - Able to perform; 4 - Able to supervise; 5 - Complete expertise)

By totalling scores for each item, and determining high scores, the respondent can get an indication of his/her personal needs.

A COMPETENCY TEST FOR LEADERSHIP DEVELOPMENT PERSONNEL IN VOCATIONAL-TECHNICAL EDUCATION
Copyright by Melvin D. Miller and E. Wayne Courtney, 1975

This instrument includes 141 administrator-type competencies; for example:

- Identify problems or obstacles which hinder the achievement of occupational education program goals.
- Interpret the state specifications for occupational education facilities.
- Determine the need for additional staff.
- Develop an evaluation system for an instructional program.
- Coordinate project proposal writing.
- Promote unity and balance between vocational and general education.
- Determine the appropriateness of a particular way of assessing a learning problem.
  Evaluate staff load and balance.
- Articulate the program with other educational levels and the business/industrial community.

The respondent is asked to carefully consider each item and to reflect his/her current status relative to the item by circling the appropriate level on the following scale:

5 - I could conduct this activity with a high degree of competency
4 - I could complete this activity with a minimum degree of competency
3 - I expect that I could conduct this activity but with some difficulty
2 - I would need considerable assistance if asked to complete this activity
1 - I could not, with my present background and education, complete this activity

EDUCATIONAL LEADERSHIP APPRAISAL

Educational Leadership Appraisal: A New Look at Performance and Potential. Fort Lauderdale, FL: Nova University, 1974. ED 136 332

ERIC Abstract: This publication presents a brief overview and discussion of the Educational Leadership Appraisal (ELA) System, which was developed for use in Nova University's National Ed.D. Program by Education Research Corporation. ELA is a performance-based procedure for observing and assessing leadership behavior that evaluates an individual's potential for exercising leadership in an administrative position within a school system. Each individual is appraised along 23 leadership dimensions, which are grouped into the broad categories of management and organization, communication, problem-solving, task orientation, and interpersonal qualities. (JG)

INSTRUMENT FOR PLANNING A PROGRAM FOR VTAE PERSONNEL

This five-page instrument was designed in 1977 by the Graduate Vocational Education Department at the University of Wisconsin-Stout to assist students in the vocational technical administrator education program to plan their instructional programs. The instrument contains a list of 32 competencies, keyed to the university courses in which each competency can be developed.

For each competency (e.g., "developing a plan to set up and work with steering and advisory committees"), the respondent is asked to rate the item relative to two areas, as follows:

- Present competency level (1 - No knowledge; 2 - Aware of; 3 - Can do with assistance; 4 - Can do with a guide or manual; 5 - Can do quickly and with skill)
- Interest and need (1 - No interest/need; 2 - Some need and interest; 3 - Would like to take but not essential to my goals; 4 - Would help attain my goals; 5 - Essential to attaining my goals)

Based on their responses to this instrument, students can select courses appropriate to their needs and goals.

INVENTORY OF VIEWPOINTS ON EDUCATION
Robert Swanson, Stout State College, Menomonie, Wisconsin

This inventory of 65 paired items requires the respondent to indicate which opinions, beliefs, and proposed actions in educational situations most nearly represent his/her viewpoint. For example:

22 a. Except for the cost, it would be a good idea to have a different curriculum for almost every student.
b. The school should act as a stabilizing influence by giving students a common background.

The inventory could be used most effectively in situation-specific circumstances to determine the philosophical match between a district/school and administrator and, thus, to identify attitudinal changes needed on the part of the administrator.

LEARNING INSTRUMENTS FROM TELEOMETRICS
Teleometrics Int'l, P.O. Drawer 1850, Conroe, Texas

This organization handles a wide variety of instruments for use with or by persons in management/leadership roles. All instruments are self-scoring. They are designed to do more than simply provide feedback. They should also serve as catalysts to a discussion and self-appraisal. The following are examples of the instruments which are available:

Hall, Jay and Martha S. Williams. Personnel Relations Survey. (Feedback on one's communications tendencies in building relationships with employees, colleagues, and peers, using the Johari Window.)

Hall, Jay. Management Motives Index. (Feedback on one's personal approach to work motivation, using Maslow's Need Hierarchy.)

Hall, Jay, Jerry B. Harvey, and Martha S. Williams. Styles of Management Inventory. (Feedback on one's management behavior, using five general managerial styles.)

Hall, Jay and Martha S. Williams. Styles of Leadership Survey. (Feedback on one's leadership behaviors, using relative emphasis placed on Personnel and Purpose.)

ALSO: Management Relations Survey; Work Motivation Inventory; Management Appraisal Survey; Leadership Appraisal Survey; Managerial Philosophies Scale; Management Transactions Audit; Team Effectiveness Survey; and Change Agent Questionnaire

PERSONAL ORIENTATION INVENTORY
Copyright by Everett L. Shostrom, 1962, and by the Educational & Industrial Testing Service, San Diego, 1963

This inventory of 150 paired items requires the respondent to indicate which, if either, of the items in a pair is true or mostly true as applied to him/her. For example:

- I live by the rules and standards of society.
- I do not always need to live by the rules and standards of society.

An administrator interested in self-assessment in the affective domain could find this to be a useful inventory. Since the responses are indicated on a computer sensitive answer sheet, the inventory can probably be scored and responses categorized according to dogmatism or some similar factors.

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT FOR COMMUNITY COLLEGE ADMINISTRATORS
California Community Colleges, Sacramento, California

This instrument was designed to identify the professional development needs of community college administrators in five general areas, as follows:

- Technical Administrative Skill Needs (e.g., "computer utilization")
- Human Skill Needs (e.g., "conflict resolution")
- Personal Skill Needs (e.g., "enhancing self-worth of others")
- Conceptual Skill Needs (e.g., "awareness of new and emerging occupations")
- Need Fulfillment Activities (e.g., "workshops and retreats")

The respondent is asked to rate each of the 99 items in the first four areas as follows:

1 - Needed and would attend (professional development activities)
2 - No need to attend
3 - Undecided--topic not understood

Items in the fifth area (20 different professional development activities) are then rated as follows:

1 - Most effective
2 - Somewhat effective
3 - Not effective

At the end of the instrument, the respondent is asked to indicate (1) the amount of time which should be devoted to

professional development activities each year, (2) his/her three highest inservice needs as indicated by responses on the instrument, and (3) any "experts" that should be invited to conduct training activities.